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SOCIOLOGICAL NOTES.

Vacation Work for Children.—An interesting statement concerning the importance of and reason for a radical change in educational methods, both in the use made by children of vacation periods and also in the sphere of activity during so-called "term-time," was made recently in the annual address by Mayor Quincy, of Boston, to the City Council. He said :

"I am strongly impressed with the idea that the civilization of any community is to be measured very largely by the extent and the character of the provisions which it makes for the education, training and development, both physical and mental, of its children, so far as such work can be undertaken by the public. The doctrine that it is not only a proper, but an essential, function of the municipality to provide free facilities for giving a certain minimum of education to the children of all its citizens, and that the state may properly require that all children shall either be given the instruction provided at public expense or similar private instruction, is now thoroughly accepted, at least in this country, and requires no argument in its support. It is also an accepted idea that the municipality must assume the burden of providing for the training and bringing up of dependent or neglected children, either in institutions supported at the public expense or in private families in which children are placed out under the supervision of public authorities, besides assuming the control, in institutions, of any children who may commit crimes or misdemeanors, or may be habitual truants. Our Parental School is practically a boarding school, maintained by the public for the benefit of boys who have shown that they require the training and the discipline which the day schools cannot afford. Under the act of the legislature passed in 1897 establishing a board of trustees for children of the above-named classes, Boston has taken an important step in advance of other municipalities, and the benefits of separating the care of children under the public charge from the control of adult paupers or criminals have already been considerably felt, and will be still more strikingly manifested during the next few years, as changes of administration are affected and as buildings and plants are improved.

"Between the work of the public schools on the one hand, and that of the Children's Institutions Department on the other, I believe there is a large and fruitful field for the employment of municipal effort. This has already been amply demonstrated by the work which has been accomplished during the last year—through the very extensive use by children of the new bathing facilities which were offered last summer for the first time, including instruction in swimming, through

the extensive use of the larger opportunities afforded by the opening during the summer of a much larger number of school yards than heretofore, through the remarkable success of the children's excursions to Long Island, paid for out of the Randidge Fund, through the promising initiation of the experiment of conducting a city camp for boys on the same island, and through the use which has been made by children of the special facilities for exercise, under the direction of an instructor in gymnastics, which were afforded them at the East Boston gymnasium.

"I believe that these various lines of work, all relating to development outside of the schoolroom, should be more closely correlated and considerably extended, and that this can best be effected by formally recognizing the provision of means for the physical development, training and healthful recreation of the children of the community as a proper municipal function, and by specializing this work under the general direction of a new department, to be created for this purpose, and to be under the charge of an unpaid board of trustees. The administration of public gymnasia is placed by ordinance under the charge of the Bath Commission and properly belongs to that body, so that the control of the use of gymnasium facilities by children may well be left in its hands, together with the control of the use by children of public bathing facilities, including instruction in swimming. But I believe that a new department may well be created to have charge of the use of school playgrounds, of the Randidge excursions, of the boys' camp, and of any similar lines of work which may be developed relating particularly to the out-door life of children, especially during the vacation season. Without in the least undervaluing the efforts of private charitable organizations in this direction, I think that no one can be familiar with the work which has been actually accomplished through municipal agency in the lines above mentioned without recognizing that the most far-reaching and comprehensive results can only be secured through the organization of the forces of the whole community, under the direction of the city itself. I shall accordingly ask the city council to pass an ordinance providing for such a department—the nucleus of which may already be found in the advisory committee which had the supervision of the boys' camp last summer, and in the Committee of the Massachusetts Emergency and Hygiene Association, which has for many years had charge of keeping open a limited number of school playgrounds for the use of children. It would be hard to assign limits to the comprehensive and beneficent work which could be developed under the specialized administration of a department of this character, at a comparatively small cost to the public, while the work which has been actually

started is surely of sufficient magnitude and importance to call for continuous control. As the city secures more playgrounds and equips them, it will be very important that their use for sports shall be properly controlled and directed and this line of work might also well be entrusted later to such new department.

"In this connection I desire to call attention to the fact that Boston is behind New York, at least, in failing to recognize the importance of vacation schools, and to make some provision for them. In that city the board of education has adopted the vacation school as a feature of the school system, and a regular appropriation of school funds is made for their maintenance; and the city of Philadelphia has also followed this example. Experience has shown that the value of such schools, and the demand for them has to be demonstrated through other agencies before they can be incorporated into the educational system, and I believe it is better to follow the same course here rather than to urge the establishment of such schools upon the school committee without such preliminary demonstration of their value. This work may well be initiated by such a new department as I have suggested.

"The turning loose upon the streets during the summer months of an immense number of children, whose parents are unable, on account of the occupations in which they are engaged, to control them or keep them out of mischief, presents a most serious social problem to the community. The comparatively little which the city has already done in the directions above mentioned has certainly exerted an appreciable influence for good; and I am sure that nothing will be more heartily welcomed by a very large proportion of the parents of school children than the provision by the city of some means of training and wholesome occupation for them during the vacation season. In my opinion the economic, social and moral loss of leaving the great mass of children upon whose education such an amount of public money is expended, to run wild to a great extent during the summer months, and to lose so much before returning to school, is so great that the community cannot afford to let it longer continue. If even two per cent of the expense of carrying on the public schools was devoted to some form of vacation training, I have not the slightest doubt that it would be a more profitable and economical expenditure of public money.

"The maintaining of continuity just as far as possible in the process of education and training is certainly of great importance. That it is desirable, even necessary, to suspend the regular routine work of the schools during the summer, I do not for a moment deny; but it by no means follows that a different kind of training, physical as well as

mental, cannot be substituted during the vacation season, with the actual approval of the children themselves, and experience elsewhere has shown that great numbers of them are ready and anxious to attend vacation schools."

The Need for Higher Industrial and Commercial Education in the United States.—It is interesting to note how this need is being recognized by men engaged in active business and by those more specifically interested in scientific studies in the physical and mechanical sciences rather than in the social sciences. Mr. J. B. Johnson, professor of civil engineering, Washington University, St. Louis, Mo., in his presidential address before the Society for the Promotion of Engineering Education at its meeting held in Boston, August 18, 1898, made this subject his main theme. Reviewing the past commercial supremacy of England he maintained that she has relied too strongly on the mechanical development of her manufactures and of her shipping while Germany has become her formidable competitor by developing in addition the factor of competent expert direction of industrial enterprises. He then describes the trade schools or "mono-technic" schools as they are called. A few extracts from Professor Johnson's address describing these technical schools and the commercial schools in Germany and France and also commenting on the outlook in the United States may prove of interest to the readers of these notes.

"Such schools are there found for all the leading industries of the empire, and there are many schools for the same industry. Thus there are in Germany thirteen schools devoted to the textile industries, each with its peculiar organization specifically adapted to the region in which it is placed. As little duplication as possible is practiced and when the same field is covered in two or more schools, variations in methods are introduced for the purpose of comparing results. The students entering these schools have first to complete the course of study in their secondary scientific schools (or say through the sophomore year of our engineering schools), and then the course of study in the mono-technic schools is three years, of forty-five hours a week, on the successful completion of which certificates are granted.

"The fine and costly buildings in which these schools are installed; their elaborate equipment, with all the needful chemical and physical laboratories, and all the machinery required to convert them into regular commercial factories; their large corps of trained teachers and the very small number of students admitted to take their full courses; the administrative care and oversight given to them, and their very small tuition fees, all serve to make the training given in them extraordinarily expensive to the state. Thus the textile schools of Crefeld

had last year only one hundred and eight regular day students in the weaving school and forty in the dyeing and finishing school. In the weaving school was the director with fifteen assistant lecturers and six other assistants; in the dyeing and finishing school there were the director and three assistant lecturers, a special chemist for dyeing and one for finishing, or a force of twenty-nine instructors for one hundred and forty-eight regular students. There were, however, irregular students in attendance on night and Sunday courses. The plant of this school included extended chemical and physical laboratories fully equipped, drawing rooms, lecture and testing room, chemical museum, library and reading rooms. The mechanical equipment was that of a complete weaving, dyeing and finishing works for all the finer grades of cotton, linen, woolen and silk goods. Commercial work is done on a large scale, the students doing the work under the direction of the assistants. Specially difficult tasks in dyeing are here undertaken and successfully accomplished, and regular consignments of this character are made by some of the leading factories of the empire.

"This school is only one of hundreds in Germany which are training up a class of men for the direction of all kinds of industrial works in which scientific knowledge is finding its embodiment and application. As a result of this training we find such great industries as the aniline and soda works at Ludwigshafen on the Rhine, which has grown from employing a total force in 1865 of thirty people, to employing five thousand men and over a hundred trained chemists in 1897; also the optical and electrical works of Schuckert & Co., of Nuremberg, which started on a very small scale in 1882 but which now employs over four thousand men besides a large scientific staff, and which had in 1897 unexecuted orders on hand aggregating \$15,000,000. Three-fourths of all the coloring matters and pharmaceutical products now produced from coal tar are made in Germany. their total annual products of this class aggregating \$40,000,000. The earliest chemical discoveries of these products were made in England, but there was not sufficient knowledge of applied chemistry in that country to utilize the discoveries.* It is such examples as these, of which there are many, that indicate that Germany is reaping the fruits of the painstaking and far-seeing policy she has entered upon; and if other nations wish to share her prosperity they must act with a like wisdom and determination. The proof that Germany's remarkable industrial prosperity is traceable very largely to her educational methods† is not

* Report of Technical Instruction Committee, City of Manchester, England, 1897, p. 12.

† See English Consular Report, No. 2046, entitled *Trade in Germany*, April, 1898. Also the remarkable work of J. Scott Russell, entitled "*Systematic Technical Education for the English People*, 1869."

only granted by all foreigners who have investigated the matter, but it is so patent to the people themselves that they voluntarily unite to support schools for apprentices in their particular trades. Thus of the 248 mono-technic schools in Prussia alone which are so supported, the painters and decorators have 32, the shoemakers 9, the tailors 16, the bakers 20, the butchers 6, the smiths 26, and so on.

"Every trade has its own schools, aside from those supported by the state and by the municipalities. The artisans themselves see that systematic and scientific teaching entirely outclasses the old apprenticeship system, and these schools are constantly multiplying. In Saxony alone there are three of these mono-technic schools, besides ten schools of agriculture, and forty of commerce. In the Grand Duchy of Hesse, with a million inhabitants, there are schools of agriculture and sculpture, 9 schools for artisans, 43 for industries, and 82 schools of design. The Grand Duchy of Baden with 1,600,000 inhabitants supports schools of industry, architecture, commerce, clock-making, cabinet work and music, with an annual expenditure of \$280,000. . . .

"They not only educate the men who manufacture, but they are also beginning to look well to the training of the men who are to carry their goods to the ends of the earth and report the peculiar needs of every locality. Schools of commerce are being organized, modeled after those of France and Belgium, in which in addition to what is taught in our "commercial colleges" will be found a speaking and writing acquaintance with several foreign languages, especially English, Spanish and French, if these have not already been acquired; political economy, industrial, tariff, and patent laws; railroading, shipping, postal and telegraph regulations; banking, exchange, coinage and national schemes of finance; industrial history, commercial geography, etc. A German national conference was held on this subject a year ago and a new system of commercial education is now being established all over the empire. Modern languages form a part of the elementary school training, especially English, so that the entering students in these schools are likely to be well equipped in this particular. With such material as these schools will turn out, their students coming from the better mercantile classes and having the manners and bearing of gentlemen, the large manufacturing and mercantile houses can establish branches in all the leading foreign countries, and with the system of foreign German banks which are even now found everywhere, the conditions are ripe for the ready and rapid sale of German products in all parts of the world.

"Evidently, in order to keep abreast of all such changes, which are constantly going on the world over, a special class of highly trained

men is required. And here, too, the supply of such a new and improved kind of clerical assistance would at once create its own demand. It would seem the time is now ripe in this country for the establishment of such schools. They are needed as much or more for the training of our foreign consuls, as for the commercial agents of our large business houses and industrial establishments.*

"In France there are eleven of these high-grade colleges of commerce. †

"The course of study is two years, with a preparatory year, all of thirty-three lecture hours a week. The following is a brief outline of the distribution of this time, the minimum age being sixteen years, which is predicated upon a preparation about equal to our college entrance requirements, to which has been added in the preparatory year about all that is taught in our American so-called commercial colleges:

Distribution of Time in the French Colleges of Commerce. (Time, two years.)

Eleven hours per week to Commercial Methods and Transactions in what is called the commercial bureau.

Three hours to Commercial Geography.

One hour to the History of Commerce.

Two hours to a study of Commercial Products, involving the actual handling of the materials.

Two hours to Commercial Law, maritime and industrial.

One hour to Political Economy.

One hour to Typewriting.

Four hours to a speaking and writing knowledge of English.

Four hours to a speaking and writing knowledge of some other language, as German, Spanish, Italian or Arabic.

Three hours to some special course in chemistry, transportation, microscopy, commercial technology, or stenography. . . .

"But you may say, what is all this to us? Have we not the finest system of public schools in the world? Have we not any number of manual training schools and numerous Pratt and Armour institutes? And, finally, have we not a great many engineering schools as good as the best, even in Germany? And have we not "commercial colleges"

* See an article by Senator White on "Our Inadequate Consular Service," in the *Forum* for July, 1898.

† For a full description of these and also of those of Belgium, as well as a complete exposition and analysis of the entire system of English Technical Education, see Proceedings of the International Congress on Technical Education, held in London, June, 1897, under the auspices of the Society of Arts. See, also, Professor James' report to the American Bankers' Association on the "Education of Business Men in Europe."

without number? Suppose that I grant all this, may I not still say that the common schools give no special preparation for any kind of employment; that the manual training schools likewise fit for nothing in particular; that our engineering schools fit for very narrow lines of professional employment and commonly educate men away from the industrial pursuits rather than toward them; and as for our so-called commercial colleges, what do they teach beyond arithmetic, bookkeeping, stenography and typewriting? Where, then, does the specific scientific training for the manufacturing and commercial industries come in? I submit that it does not come in at all; that our factories and business houses are largely managed by men of little or no scientific training, who have learned their crafts in the traditional way; who are, however, of an inventive turn of mind and who read the trade journals. They are a great credit to the system that has produced them, and many of them have become self-educated into an excellent state of efficiency; but as a class they are far from the ideal directors of such business, and very far indeed from the standard already achieved in Germany. Their success can in most cases be attributed to the extraordinary conditions offered by a new and rapidly developing country rather than to any superior ability on their part. Our largest iron and steel industries and our metallurgical and electrical works are now well-directed by scientific men, but even these have not the properly trained agents to exploit their wares abroad.

“It is true that some beginnings have been made toward the inauguration of such high-grade industrial and commercial schools as are here contemplated. At the State University of Ohio, in conjunction with the National Brick Manufacturers' Association, a special course of study has been put in operation covering the clay industries, but not including ceramics and cement manufacture. In the city of Philadelphia we have a school of industrial art, started under private auspices but now under the patronage of the state, which is said to rank with the best industrial schools abroad, especially in its textile department. At the Universities of Pennsylvania and Chicago the studies in political and social science have been given a commercial application and a few of our largest cities are also making a start toward the establishment of commercial high schools. It is well known that our mechanical, electrical and mining schools fairly cover the theory and some laboratory practice of our various mechanical, electrical and metallurgical works, and this schooling is usually supplemented by tours of inspection to large typical works. So far as the graduates of these schools engage in the manufacturing industries they serve the purposes herein contemplated, but they are entirely inadequate to answer the general demands of a manufacturing and

commercial people, and it is evident that we have not yet set ourselves earnestly to solve this problem.

"It is probable that our organized commercial bodies offer the most favorable auspices for the inauguration of these mono-technic and high-grade commercial schools. The problem is, however, not without its difficulties, and before anything is done, or even recommended, the whole question should be examined and reported upon by a joint commission of educators, manufacturers and business men appointed preferably by the national government. Our government has already made a beginning in this direction. Seven years ago an appropriation of five thousand dollars was made by Congress, to be spent by the Labor Commissioner, in reporting upon methods of technical education practiced at home and abroad. Mr. Wright brought out a very full report on this subject in 1893, which may still be studied with profit. As this kind of education is so foreign to the spirit and methods of all forms of general or culture education it would seem to demand also a separate bureau for its administration, and this we should have to have if anything of consequence is accomplished."